

PROGRAM DESIGN

Missouri Family and Consumer Sciences- Approved Program Requirements

Approved Family and Consumer Sciences Education Programs

Requirements for program approval represent minimum standards. Program offerings may and should exceed the minimal requirements based upon size of school, allocation of instructional time, resources, and student objectives. Before operating the program, districts wishing consideration as an approved program must submit an application following the Guide for Submitting Application for Expanding/New Regular Vocational Education Programs (FV-3) to the assistant commissioner of the Division of Vocational and Adult Education between September 1 and May 1 of the school year. Refer to Appendix J for a copy of form FV-3.

Requirements of an Approved Family and Consumer Sciences Education Program

- Reflect the philosophy of the Missouri vision and mission statements.
- Provide a program of instruction that includes the identified Missouri family and consumer sciences competencies and national family and consumer sciences content standards.
- Provide a curriculum plan that supports and documents course requirements and reflects career pathway opportunities for students.
- Operate in accordance with state initiatives, including the Missouri School Improvement Program. (See detailed information for MSIP at <www.dese.mo.us/divschsvc/msip>.)
- Have an active advisory committee composed of representatives from business, special populations, parents, and students.
- Have an affiliated FCCLA chapter, which is an integral part of the curriculum, promoting leadership development and a responsible attitude toward family and community involvement.
- Have policies and procedures in place that ensure equal access to programs, services, and activities for individuals regardless of their sex, age, race, color, national origin, or disabling condition.
- Conduct an annual evaluation of the program including documentation for procedures, results, and program improvement efforts.
- Have an instructor certified in vocational family and consumer sciences education responsible for the program.

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Local education agencies wishing to offer an alternative program that does not meet the approved program criteria may submit a proposal identifying plans to meet unique needs of the local community.

Program Definition and Scope & Sequence

Traditionally, the model for family and consumer sciences programs in Missouri has supported two types of programs. The program's primary emphasis at the secondary level has been individual development, community and home interaction, and vocations related to improving the home. Wage-earning or professional preparation programs were offered at the postsecondary level. With the passage of the 1963 vocational legislation that provided additional funds and program flexibility, wage-earning programs were expanded to the secondary level. Programs were designed as consumer homemaking or nonwage-earning/family-oriented programs and as occupational or wage-earning/career-oriented programs.

The program model outlined in this guide is one in which the curriculum strongly supports and complements the family in developing all students not only as successful family members but also as productive workers. The essential elements of family and consumer sciences education should be viewed as foundational knowledge for all students. Areas such as building on family strengths; providing nutritional meals; parenting; and managing resources including time, energy, and money are essential for all students.

The program design is composed of a coherent sequence of courses. The curricular path begins with an early awareness at the grade school level and continues with specialized courses at the upper grade levels and postsecondary institutions. The specialized courses include all aspects of the industry and prepare students for entry-level employment and/or advanced education. Each course builds on knowledge and skills developed in one or more of the content areas and allows students to continue in a career if they desire. The curriculum includes four process skills that are incorporated into each of the content areas. These process skills align with the four goals from the Missouri Show-Me Standards.

Districts are encouraged to develop programs based around career clusters. This will assist students in planning and making direct connections between their education and career. The program integrates academic concepts, content, career skills, and principles into the context of work, family, and personal responsibilities. It provides a solid foundation and continuum for students who wish to advance their training and education by preparing them to transition directly to the community college or 4-year college/university. Missouri family and consumer sciences programs should prepare individuals to understand and manage the interrelationships of multiple life roles and responsibilities in family, career, and community settings.

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Program Objectives

Family and consumer sciences education programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for the following:

- Strengthening the well-being of individuals and families across the life span
- Becoming responsible citizens and leaders of family, community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical- and creative-thinking skills to address problems in diverse family, community, and work environments
- Functioning as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life
- Successful life management, employment, and career development

Family-Focused Education

Family-focused education is the first level in the sequence of courses to prepare students to balance their family and work roles. The foundation courses are the middle/junior high school Exploratory course and the Career and Family Leadership course. These courses focus on integrating the concepts of work and family. Concepts include, but are not limited to, balancing family and work responsibilities, solving individual and family problems, relating to others in positive and caring ways, caring for self and others, managing resources, exploring careers, and assuming leadership roles as a family member and responsible community member. The middle/junior high Exploratory course places special emphasis on preparing students to competently handle the practical problems of early adolescence and to develop personal responsibility. The Career and Family Leadership course offered at the 9th grade and above includes a career component that provides students an opportunity to make an informed career path choice.

Specialized Semester Courses (Grades 9-12) The program should include broad-based career cluster foundation courses including being a full-time home manager. These are offered at the 9th and 10th grade levels with more specialized or advanced courses offered at the 11th and 12th grade levels. The specialized classes usually represent 60 to 90 hours of instruction.

For an approved program, a minimum of one semester course from each of the identified core areas must be taught annually. These core areas are Comprehensive Family and Consumer Sciences, Family and Human Development, Nutrition and Wellness and Family, and Consumer Resources Management. The four core areas embody the nine concepts in the family and consumer sciences mission statement and reflect the following family-oriented areas in the National Standards for Family and Consumer Sciences Education: career, community, and family connections; consumer and family resources; family and human development; interpersonal relationships; nutrition and

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wellness; and parenting. These content areas are also aligned with the areas of study in the new Vocational Family and Consumer Sciences/Family Resource Educator: Birth through 12th Grade Teacher Certification Requirements (implementation date 2004).

Course options within these four core areas include Family Living and Parenthood; Child Development; Nutrition and Wellness; Food Science; Family and Individual Health; Family/Consumer Resource Management; and Housing, Home Furnishings and Equipment. Other courses may be developed as needed.

Approved Program Course Requirements

For a vocational program, a minimum of one semester course from each of the following core areas must be taught in the program annually:

Comprehensive Family and Consumer Sciences

Semester Courses:

Exploratory Family and Consumer Sciences (below the 9th grade)

Career and Family Leadership (9th grade and above)

Family and Human Development

Semester Courses:

Family Living and Parenthood

Child Development, Care and Guidance

Child Development, Care and Guidance (Advanced)

Nutrition and Wellness

Semester Courses:

Nutrition and Wellness

Food Science

Family/Individual Health

Family and Consumer Resource Management

Semester Courses:

Family/Consumer Resource Management

Housing, Home Furnishings and Equipment

Additional courses may be developed and implemented to meet local needs.

Career Preparation Education

Family and consumer sciences programs contribute significantly to preparing workers in nearly one third of the occupations that are expected to experience the largest growth in Missouri during the first part of this century. Today, students in Missouri's family and consumer sciences programs can prepare for virtually hundreds of current and emerging careers in fields such as human services, dietetics, interior design, hospitality, fashion, food service, education, consumer economics, and family and children's services. These career programs are built on the discipline's content knowledge base applied in different contexts, with different resources at varying degrees or levels.

Career paths defined by National Standards for Family and Consumer Sciences Education include Consumer Services; Early Childhood Education and Services; Facilities Management and Maintenance; Family and Community Services; Food Production and Services; Hospitality, Tourism, and Recreation; Housing, Interiors, and Furnishings; and Textiles.

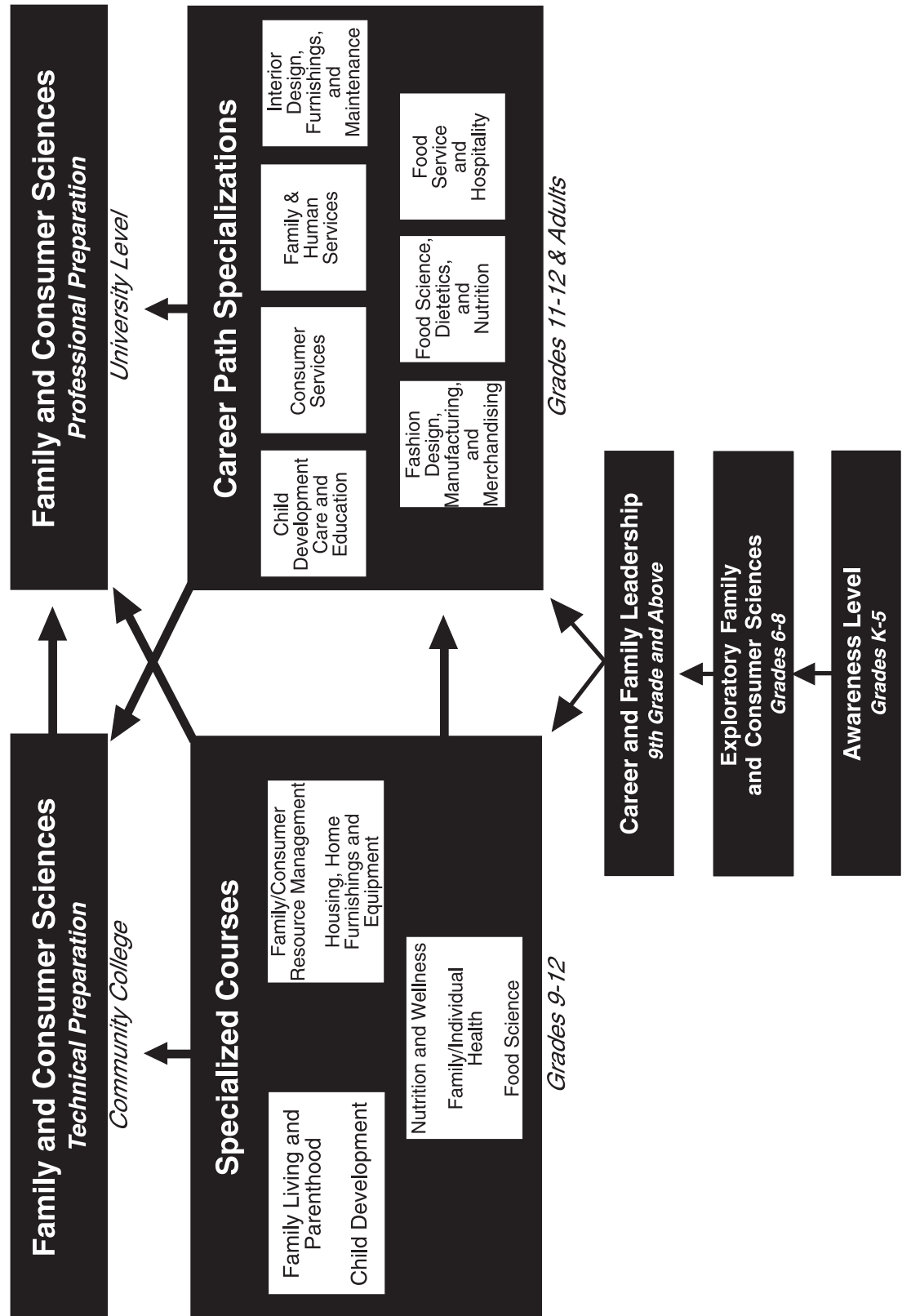
Reporting Programs on Core Data

Districts with approved vocational family and consumer sciences program(s) must report them on core data using the correct program and type code. *Please note that although a district does not receive salary reimbursement for an approved family-focused (consumer) program, a code of 01 MUST be entered to indicate vocational status.* The program code and type for the family-focused program is 06-04, and the program type and code for the career program is 07-04.

It is recommended that districts use course names consistent with those in this book and core data. However, districts do use different course names and develop additional courses to meet local needs. To determine how to report courses on core data, compare the competency list for the content area of the local course offering to the competency list of the content area provided in the *Implementation Handbook*. If the competency lists do not align, the course should be reported as "Other Family and Consumer Sciences."

If you have questions regarding the completion of core data for approved programs, please refer to the DESE Family and Consumer Sciences web site at www.dese.state.mo.us/divvoked/family/.

Family and Consumer Sciences Curricular Path



Taxonomy of Approvable Courses and Classification of Instructional Programs (CIP)

Program Description for Family and Consumer Sciences Education

Comprehensive Family and Consumer Sciences

19.0101a Exploratory Family and Consumer Sciences. (Below 9th Grade) This comprehensive instructional program is designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision making, consumer skills, personal and family relationships, parenting, nutrition, and health. Career exploration and its impact on families are key components.

19.0101b Career and Family Leadership. (Grades 9-12) This comprehensive instructional program describes the general study of family and consumer sciences, including how individuals develop and function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. Career exploration and its impact on families are key components.

Specialized Semester Courses (Grades 9-12)

The following courses are identified with family and consumer sciences subject matter program areas. Students can make choices according to their personal, family, or career goals.

Family and Human Development

19.0701 Family Living and Parenthood. This instructional program prepares individuals to understand the nature, function, and significance of human relationships within the family/individual units. It includes instruction in the concepts and principles related to various family living conditions, including abuse prevention; the establishment and maintenance of relationships; the preparation for marriage, parenthood, and family life; and the socialization and developmental needs of individuals.

19.0702 Adult Development and Aging. This instructional program studies the characteristics of aging populations and the needs of older individuals in family and institutional settings. It includes providing dependent care; serving the social, economic, and psychological needs of aging adults; related public policy issues; and adult community resources.

19.0706a Child Development, Care, and Guidance. This instructional program studies the intellectual, social, emotional, and biological development of children and the planning and design of related human services. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, external support services, and related public policy issues.

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19.0706b Child Development, Care, and Guidance (Advanced). This instructional program provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development, and identify general employment skills. (Prerequisite: Child Development, Care and Guidance)

19.0708 Early Childhood, Education and Services. This instructional program describes the provision and management of child-care services. It prepares individuals to plan, design, and manage child-care facilities and programs that meet children's developmental needs and interests and provide safe and healthy environments. It includes instruction in child development and psychology; home- and institution-based child care; identification of diseases, injuries, and psychological trauma, and applicable referrals; parental relations; personnel and business management principles; and related laws and policies.

Nutrition and Wellness

19.0503 Family/Individual Health. This instructional program prepares individuals to understand the related aspects of health and wellness with special emphasis on nutrition, emotional health, and physical health; the relationship of an individual's health to the family's wellness; the prevention of illness; and the basic care of the ill, including the elderly, young child, and individuals with disabilities.

The Family/Individual Health high school semester course will meet the one-half unit health requirement in the high school curriculum classification standard.

19.0501a Nutrition and Wellness. This instructional program prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

19.0501b Food Science. This instructional program prepares individuals to use the scientific method to study the biological and chemical basis for food fermentation, preservation, processing, and preparation. Students develop laboratory, writing, and reasoning skills through measuring, recording, and graphing data; writing laboratory and short research projects; and predicting and evaluating laboratory results.

19.0505a Food Service Administration/Management. This instructional program describes the principles and practices relating to the administration of food service systems in institutional settings and prepares individuals to manage such operations in public and private facilities. It includes instruction in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.

19.0505b Food Catering. This instructional program prepares individuals to book, plan, and manage the preparation of food and services for special occasions. It includes instruction in arranging for equipment, decorations, entertainment, and transportation of food and equipment to the site of the event.

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19.0599 Dietician Assistant. This instructional program prepares individuals to assist registered dietitians in planning, preparing, and serving meals to individuals with specific dietary needs. It includes instruction in equipment use, food preparation, diet regulations, food handling, safety and sanitary standards, and administrative techniques and procedures.

Family and Consumer Resource Management

19.0401 Family/Consumer Resource Management Studies, General. This instructional program describes the design and implementation of policies and processes contributing to successful individual and family resource management. It includes instruction in setting financial goals and strategies; managing household income, assets, and debt; preventing and resolving financial difficulties; and using relevant public resources.

19.0601 Housing and Home Furnishings and Equipment. This instructional program describes the study of the behavioral, social, economic, functional, and aesthetic aspects of housing, interiors, and other built environments. It includes instruction in analyzing, planning, designing, furnishing, and equipping residential, work, and leisure spaces to meet user needs and the study of related public policies.

19.0603 Facilities Planning and Management. This instructional program describes the study of strategic workplace and facility planning and prepares individuals to function as managers and workplace consultants. It includes instruction in the principles of aesthetic and functional design, environmental psychology and organizational behavior, real estate planning, principles of occupational health and safety, event planning and management, operations management, and applicable regulatory and policy issues.

19.0699 Custodial, Housekeeping, and Home Services Workers and Managers, General. This instructional program generally prepares individuals for occupations relating to commercial housekeeping and cleaning operations and also for providing housekeeping services to paying clients and homebound individuals.

19.0901 Apparel and Textiles, General. Instructional programs in this area prepare individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as on the clothing and textile industry.

19.0902 Apparel and Textile Manufacture. This instructional program describes the design, development, and production of textile products and related processes and systems. It includes instruction in functional and aesthetic design, human factors research, production planning, manufacturing processes, quality assessment, and distribution systems.

19.0905 Apparel and Textile Marketing Management. This instructional program describes the study of marketing research and management as applied to the products and services of the apparel and textile industries. It includes instruction in applicable principles of textile and apparel design and manufacturing, sales and distribution systems, domestic and international market research, profitability, consumer research, and the design and implementation of marketing campaigns.

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Family and Consumer Sciences, Other

19.9999a Career Development/Entrepreneurship Education. This instructional program for students in grades 9-12 generally introduces individuals to career opportunities and/or career pathways in family and consumer sciences-related occupations/careers. It generally prepares individuals to perform development, marketing, and management functions associated with owning and operating a family and consumer sciences-related business. Instruction emphasizes career development and preparation components, balancing family life and entrepreneurial ventures, hands-on activities in entrepreneurial concepts, and using technology.

19.9999c Family and Consumer Sciences Education, Other. This includes any instructional program in family and consumer sciences education not previously described.